Swedish is still taught as the second native language in every Finnish secondary school, as is Finnish in the Swedish-speaking schools. Practical knowledge of Swedish, however, has lately greatly diminished. While in the beginning of the century it was customary for the Sinnish-speaking people in the bilingual area to be fluent in Swedish, today Swedish is only learned at school like any other foreign language. The knowledge of Finnish, on the other had, has been spreading, so that the great majority of speakers of Swedish are able to communicate freely in Finnish. There is no clear-cut racial demarcation line between these linguistic groups, so that it is impossible to tell from the looks of a person if he is of Finnish or of Swedish parentage. Moreover,

correspondence courses. The speakers of English belong mostly to the younger generation, however, as English was not introduced into the curriculum of the secondary schools until after World War I, and after World War II it was given the position of first foreign language in most schools. The children usually like to study English, which they consider an "easy" language as compared to German and Swedish. In the cities the hotels and larger stores have speakers of English among their personnel, and even on the streets one can easily find someone who is able to communicate in that language. In the country, however, this is more difficult.

German is commonly known by the older educated generation, and until after World War II it was taught as the first foreign language in all

schools. At present it has the position of a second language in most schools, but it has now become apparent that knowledge of German is still indispensable for those desiring to pursue advanced studies. French is spoken only by people with special Gallic interests, and knowledge of other languages is rare. Very few are able to speak the languages of neighboring Norway and Denmark, but then it is quite possible to communicate in Swedish with all the Scandinavians.

Russian is spoken by only an astonishingly small number of Finns, as there has been a strong feeling of resentment towards the Russian language and Russian culture as a whole. Russian was introduced into the curriculum of the secondary schools by force

191 during the Russian oppression at the beginning
871 of the century, but as both the students and the teachers (being Finns) were opposed to it, hardly any results were achieved despite a six-hours-a-week intensive study program. Between the two world wars Russian was taught only as a voluntary subject in some of the boys' schools. After World War II it was established as the first foreign language in a dozen or so secondary schools throughout the country. It is strange, too, that very few Finnish young people choose to study Russian in the university, although the University of Helsinki possesses the best facilities for it outside the Soviet Union.

191 The Finnish language, which in addition to the Finns in Finland is spoken by Finns living in adjoining areas in Scandinavia and the

554 specifically. Learning and education are valued very highly by the Finns and still give prestige [-6] to the individual. On the other hand, there is a short-sighted attitude noticeable among the workers, who consider only manual labor to be "real work" and white-collar people, accordingly, as people of leisure, living on the toil of [871] others. The fact that in Finland higher education actually is accessible to anyone who can [465] meet the qualifications and that skilled factory workers earn a salary far above that of the clerks and petty officials,has been very slow to be realized. Communist propaganda has tried hard to keep alive this resentment, for, it must be remembered, in Finland only a very few intellectuals have ever held communist views.

Wealth, of course, gives a certain kind of

Annex "A," Subparagraph 1j,

Sociological Background

EDUCATION

271 Schools have existed in Finland from the early Middle Ages. Children were taught by monks in the cloisters, and in Turku there was a cathedral school for educating priests for the Church. Those wanting to pursue higher studies attended the universities in South and Central Europe, and the number of Finns in these institutions was proportionally high.

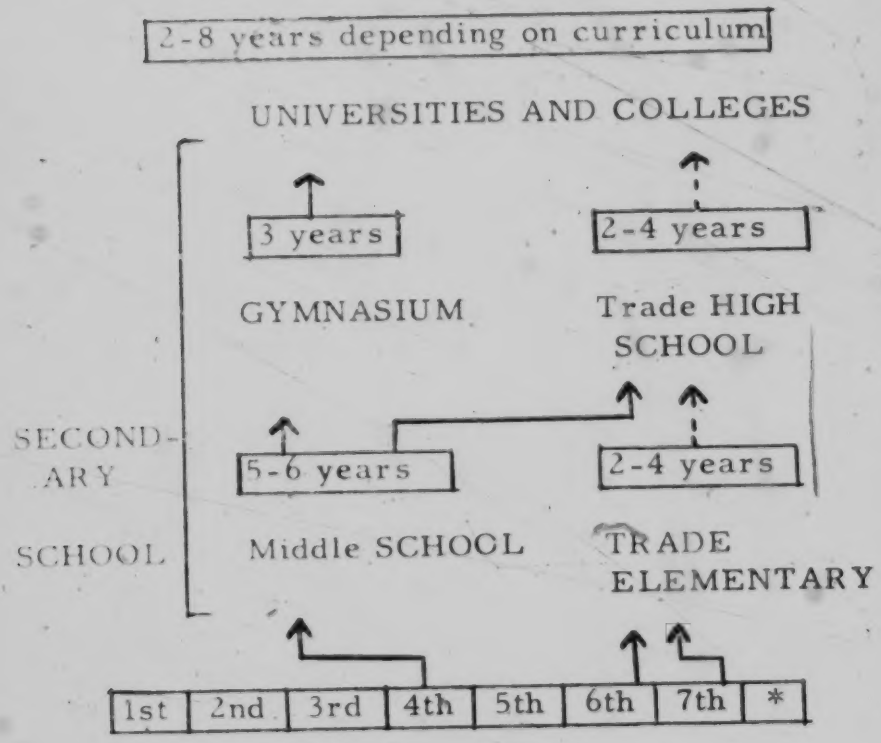
The reformation put an emphasis upon the education of the common people, and, as mentioned [212] in Subparagraph 1k, by the end of the seventeenth century literacy was already widespread in western Finland. As everywhere in Scandinavia, public education still holds an important position in the whole cultural development of the

871 country.

In the course of the last century education was transferred from the Church to the care of State and the municipalities. Although school attendance did not become compulsory until 1921, after Finland had obtained its independence, the people have for a long time been literate, all layers of the society included, even the semi-nomadic Lapps. Today illiteracy is kept at under one per cent, one of the lowest percentages in the world, and in practice the Finnish system of education has proved second to none, although, of course, there are always possibilities for reform.

871 The schools can be divided into three groups: 1) primary schools; 2) secondary schools, which are subdivided into middle schools and gymnasiums; and 3) the universities. Every child

871 between the ages of seven to sixteen must attend school. The following scheme shows the stages and the interrelations in the Finnish educational system:



872 The primary school, called the folk school, is municipal, and every commune must provide

Society for Jurisprudence, Economic Society, Silvicultural Society, Oriental Society, Geneological Society, Pedagogical Society, Neo-Philological Society, Society of Economics, Society of Social Politics, Society of Political Science, Society for Popular Education, and, finally, the Westermarck Society.

Education in Finland is traditionally based on a national and humanistic basis. The State has not interfered with it ideologies, and even today it is unaffected by political controversies, with the exception of some peoples' high schools operated by political parties (by Communists and Agrarians respectively). As mentioned above, there have always been extremely few Finns with a higher education who ever held communist views, and university students have traditionally been leaders in patriotic movements. In the thirties

State, on the other hand meets the costs of the Theological Faculty in the University of Helsinki, where the vast majority of the ministers receive their education. To keep the scholarship of the ministers on a high level, only those graduated from the theological faculties of the University of Helsinki or of the Swedish speaking university in Turku can be ordained as officiating ministers. The State also arranges instruction in religion in all grades of the primary and secondary schools according to the denomination of the children. The Greek Catholic children thus get special instruction; those outside the church need not be present at the lessons, although they usually prefer to attend the classes in religion.

The Greek Catholic Church has a position corresponding to that of the Lutheran. It also has a vast autonomy under the jurisdiction of

666 Others 8,199

For general elections the country is divided into sixteen districts. Any Finnish citizen of voting age can be nominated as a candidate for the Diet, provided that no less than fifty voters promise in writing to vote for him in the election. The voting is by secret ballot and based on the principle of proportional representation. The same method is used in the election of presidential electors and in the communal elections. As mentioned in Subparagraph 2a, general suffrage was established in Finland in 1906. The voting age was first set at 24, but after World War II it was lowered to 21, including those who had served in the regular army.

[871] Education in Finland is on a non-political basis, and the children are exposed to almost no political propaganda in their classrooms. This is